

GCE

Classics: Ancient History

Unit **F393**: Greek History: conflict and culture

Advanced GCE

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

| Annotation | Meaning |
|-------------------|--|
| AO1 | Related to Assessment Objective 1 |
| AO2 | Related to Assessment Objective 2 |
| EVAL | Evaluation of evidence |
| ^ | Omission |
| IRRL | Irrelevant material |
| SEEN | A section of text has been SEEN by an examiner |
| Highlighter | Examiner is drawing attention to a detail in an answer |
| BP | A blank page which the examiner has checked as such |

- Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
- The following points are indicative and offer question specific guidance.
- They should not provide an exhaustive list and any relevant points should be credited.
- The maximum mark for the paper is 100.
- Use annotations above to indicate points in the scripts.

| Q | Answer | Marks | Guidance | |
|---|--|-------|---|--|
| | | | Content | Levels of Response |
| | Indicative Content | | | |
| 1 | <p>AO1 Answers should show a detailed knowledge of the Ionian Revolt, the events which led up to it and its conclusion. They might include Aristagoras' request for help from the Spartans and then the Athenians; the various disputes that arose between the different parties in the Ionian states; the refusal of Sparta to become involved in the Ionian Revolt; the burning of Sardis, its aftermath and Darius' response (including the 'slave' reminding him about the Athenians). Preparations for the fighting in the Ionian Revolt, including the roles of Aristagoras and Histiaeus; Cyprus and the discussions with the Ionians (Herodotus 5.109ff); relations between other Ionian states. Knowledge of the outcome of the Ionian Revolt, including the battle of Lade and the detail of the chaos at this battle. Knowledge of Herodotus' account of the establishment of democracy in Ionia also should be credited.</p> <p>AO2 Candidates will need to discuss the extent to which lack of organisation amongst the Greek states led to the failure of the Ionian revolt. They might include consideration of:</p> <ul style="list-style-type: none"> - What is meant by lack of unity amongst the Greek states; - In what senses (and whether) the Ionian Revolt failed; - Discussion of other factors which led to the failure of the revolt – e.g. the role of key leaders in the revolt and its outcome, Persian response or economic pressures in Ionia. - Whether Herodotus' close connection with the Ionian Greeks and his ability to understand their affairs in greater depth give us an accurate picture of the events; - Whether Herodotus is reliable in his portrayal of these events, and in particular whether he places too much emphasis on the relationships between leaders in his account of the Ionian Revolt. | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [To what extent did lack of organisation among the Greek states lead to the failure of the Ionian Revolt?]:</p> <p>Answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the Ionian Revolt and the causes of its failure - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus as well as knowledge of Diodorus' account of this period | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> |
| | | 30 | <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent did lack of organisation among the Greek states lead to the failure of the Ionian Revolt', the nature of the sources and the specific issue of the organisation of the Greek states led to the failure of the Ionian Revolt. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the degree of organisation or lack thereof amongst the Ionians and other Greeks. - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |

| Q | Answer | Marks | Guidance | |
|---|--|-------|--|---|
| | | | Content | Levels of Response |
| 2 | <p>AO1</p> <p>Candidates should give a clear outline of Herodotus' account of the causes of the conflict between the Greeks and the Barbarians.</p> <p>Key examples (from Herodotus, unless otherwise stated) might include:</p> <ul style="list-style-type: none"> - The early mythical stories in book 1, including the mutual woman-snatching; - The growth of the power of the Persian Empire, including the expansion into Egypt and the attempts on Scythia; - The early attempts by the Persians to look 'for earth and water' from the Greeks and their outcomes; - The Ionian Revolt and its role (according to Herodotus) in causing the Athenians to take hostile action against the Persians; - The Persian desire for revenge against the Athenians; - The view of the Persian king and his desire for the expansion of the empire as reflected in Persian inscriptions. - The opening of Book seven: the various conversations which Xerxes had, and the role of dreams in encouraging him to act. | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [How far does Herodotus succeed in explaining why the Greeks and the Persians came into conflict with one another?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the causes of the conflict between the Greeks and the Persians - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus and his statements of his aims. - Knowledge of relevant Persian inscriptions. | <p>AO1 = 20</p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p> |
| | <p>AO2</p> <p>Candidates should consider carefully the question of 'how far' Herodotus succeeded in his stated aim of giving an account of the causes of the conflict. They should present a well-argued case, which might include some of the following:</p> <ul style="list-style-type: none"> - Does Herodotus focus too much on the idea of revenge? - Is there too much emphasis on the role of individuals in Herodotus' account (e.g. Histiaeus, Aristagoras, Darius, Xerxes, Hippias, Mardonius)? - Does Herodotus underplay the significance of internal politics in Ionia, Athens and Sparta? | | 30 | <p>The evaluation in the answer should be focused on the issues raised by the question 'how far', the nature of the sources and the specific issue of his presentation of the causes of the conflict between the Greeks and the Barbarians. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of Herodotus' presentation of the causes of conflict and his aims. |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| | <ul style="list-style-type: none"> - Does Herodotus fail to understand the growth of the Persian Empire and the need for a king to conquer new territory? - To what extent did Herodotus have access to the court records and thinking of those in power in Persia? | | <ul style="list-style-type: none"> - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | |

| Q | Answer | Marks | Guidance | |
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| | | | Content | Levels of Response |
| | Indicative Content | | | |
| 3 | <p>AO1</p> <p>Answers should give details of the key individuals and their abilities as presented in the sources. These might include the following:</p> <ul style="list-style-type: none"> - The strengths and abilities of Miltiades and Callimachus at the battle of Marathon. - The heroism of Leonidas and the Spartans; - The strengths and abilities of Themistocles at the battle of Salamis as presented by Herodotus and Aeschylus, in particular his tricking the Persians into battle; - Eurybiades' role at Artemisium and Salamis; - Pausanias' leadership at the battle of Plataea; - Leadership of Cimon; - The weaknesses of both Darius and Xerxes might be considered by way of contrast; - Relevant information on other factors such as resources and military equipment. <p>AO2</p> <p>Answers should consider the proposition that the strengths and abilities of the leaders on the Greek side were responsible for their victory. They might also consider whether there were other factors such as the superior equipment, the Persian supply chain, the willingness of each side to fight, and whether Herodotus and other sources exaggerate the role of the individuals concerned in the resolution of the conflict. Candidates might also consider whether it was the Greek forces as a whole that won the victory, or whether the strengths and abilities of the Greek leaders helped them to defeat the Persians.</p> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['The strengths and abilities of individual Greek leaders ensured that the Persians were defeated.' To what extent do the sources support this view of the outcome of the conflict between Greece and Persia in this period?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the role of key individuals in the conflict. - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus, Aeschylus, Diodorus and Plutarch. | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> |
| | | 30 | <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the role of individuals in defeating the Persians.</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the role of individuals in the conflict. - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |

| Q | Answer | Marks | Guidance | |
|---|--|-------|---|--|
| | Indicative Content | | Content | Levels of Response |
| 4 | <p>AO1</p> <p>Answers should show a detailed knowledge of the nature of the Persian threat and its potential effects on the Greeks as presented in Herodotus, Aeschylus, Plutarch and Diodorus. Other evidence may also be used. Details might include:</p> <ul style="list-style-type: none"> - The effects and aftermath of the Ionian Revolt, including the establishment of democracy; - Requests for earth and water to the Athenians and others prior to the main conflict; - The nature of the forces led by Darius against Athens and Eretria and his desire for revenge; - The involvement of Hippias in the first attack and the internal political events in Athens; - The period of inactivity between Darius' attacks and those of Xerxes, and early Greek involvement in getting the Persians to attack Greece; - Miltiades' speech to Callimachus prior to Marathon; - The lack of collective identity amongst the Greeks, and medising with states such as Thebes and Argos; - The 'vision' of the Persian kings as presented in inscriptions and their desire to be seen as conquerors; - Herodotus' depiction of Xerxes (whipping the Hellespont, killing Pythius' son etc.) and the implications of a system which put such a man in control; - The Persian response to the burning of Sardis: the burning of Athens and the Athenians' flight to Salamis; - The continued Persian threat down to 449 BC, including the battle of Eurymedon; - Evidence from elsewhere in the Persian Empire that local cultures and systems were allowed to flourish; - Evidence of the 'great eye' and the idea that Persian control on the Empire was strong. - The continuing legacy of the Persian conflict in the Delian League and Athenian art and architecture. | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [To what extent do the sources suggest that the Greeks had to eliminate the threat of Persian rule to maintain their freedom?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the nature of the Persian threat against the Greeks; - Detailed knowledge of the potential effects of a Persian victory; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus, Aeschylus and relevant Persian inscriptions. | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| | <p>AO2</p> <p>Answers should consider the nature of the threat posed by the Persians, and whether it was essential for the Greeks to eliminate that threat for them to continue to maintain their own freedom. Candidates might well consider whether the threat had to be eliminated, as the Greeks remained free for a long time whilst the threat was hanging over them; they might consider how the Persians under Darius and Xerxes would not have allowed any freedom, but also how the evidence suggests that the Persians were keen to keep local rulers in place. The evidence is contradictory, not least because much is distorted through the lens of the Greek sources. Answers should explore this, and consider whether the Greek sources (in particular Herodotus and Aeschylus) are giving a false impression. Candidates might also consider the lasting effect of the defeat of the Persians on the Athenians, and their celebration of this through the developments in Athens and the development of the Delian League.</p> | | <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the Persian threat against the Greeks and the Greek response. They should home in on the word 'eliminate' and consider to what extent this was necessary. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the nature of the Persian threat and its effects on Greek freedom; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p> |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| 5 | <p>AO1</p> <p>Answers should show a detailed knowledge of the strengths and weaknesses of the chosen leaders. Candidates may choose to focus on any leaders and conflicts during this period. Candidates should show knowledge of what the individuals did, the effect of these actions on the conflict and the source evidence from which these details are drawn (Thucydides, Plutarch, Aristophanes, Xenophon and epigraphic evidence in the main). These might include, but should not be limited to:</p> <ul style="list-style-type: none"> - Cimon and the development of the conflict with the Spartans; - Conclusion of the conflict with Persia; - The role of Pericles as a commander: his excellent public speaking and power over the Assembly; his policy of attacking the allies; his relations with the Spartans; the plague and its relationship to his policy; - Archidamus and his policy in Sparta and its effects both on Sparta and Athens; - Cleon and his more aggressive policies towards Sparta and her allies, and his relationship with the Assembly; - Brasidas and his campaign in Thrace and subsequent death; - Alcibiades, Nicias and Demosthenes and their roles in the Sicilian Expedition; - The strengths of Gylippus in the ‘Spartan’ victory at the end of the Sicilian Expedition; - Alcibiades and the final fall of Athens; - The role and actions of Lysander and Cyrus; - Other leaders from Sparta, Thebes, Corinth and other states may also be considered as the candidate chooses. <p>AO2</p> <p>Answers should include a careful consideration of the role of individuals in the conflicts and the extent to which the individuals’ strengths and weaknesses determined the outcome of the conflict. Answers should also consider the extent to which the sources give us a clear picture of these strengths and weakness, and how</p> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [To what extent did the outcome of conflicts during this period depend on the strengths and weaknesses of the leaders of each side?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence strengths and weaknesses of leaders; - Detailed knowledge of the period; - Partial coverage for level 3; - Thorough treatment of two leaders is sufficient for level 5; - Detailed knowledge of the relevant sections of Thucydides, Xenophon, Aristophanes, Plutarch and any relevant epigraphic evidence. <p>Candidates who choose to discuss a political rather than military angle on conflict should be rewarded in line with the marking grids.</p> <p>The evaluation in the answer should be focused on the issues raised by the question ‘to what extent’, the nature of the sources and the specific issue of the strengths and weaknesses of</p> | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0-4</p> <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13</p> |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| | trustworthy they are. Issues that might be considered include: Thucydides' approach to Pericles; Thucydides' comments on the changes in leadership after Pericles, and his portrayal of Nicias, Alcibiades and Demosthenes; Xenophon's approach to Alcibiades and other leaders; Aristophanes' and Thucydides' approaches to Cleon; The Athenocentric nature of the evidence and the difficulties in gaining a clear picture of the leaders of other states. | | <p>leaders and their effect on the outcomes of conflicts. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know/understand the strengths and weaknesses of leaders and their effects on the conflicts; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | Level 1 0 – 5 |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| 6 | <p>AO1</p> <p>Answers should include factual detail about the ways in which the Athenians and the Spartans influenced other states, and imposed (or did not impose) their political systems on others. They should also include details of the political systems in the two states (democratic and oligarchic) and how those systems may have related to the aims of each state. Details which might be included are:</p> <ul style="list-style-type: none"> - The Athenian desire for control over her allies, as shown by the treatment of rebellions such as Samos and Mytilene; - Spartan reluctance to go to war and the role of Corinth in encouraging the conflict; - Spartan treatment of Plataea and its outcome as shown in Thucydides; - The Melian dialogue; - Thucydides' contrast between Athens and Sparta as outlined in book 1 and the Pericles' Funeral Oration; - Epigraphic evidence for the imposition of <i>episkopoi</i> (overseers) - e.g. the Kleinias Decree; - Athenian and Spartan involvement in Sicily and its effects (both in the 420s and 410s); - Evidence from Aristophanes, the <i>Old Oligarch</i> and inscriptions about Athens as a court for the empire; - Economic interference by the Athenians in the empire (Coinage Decree and Aristophanes, <i>Birds</i>); - The conclusion of the conflict between Athens and Sparta and the attempts at imposing oligarchy on Athens; - Lysander and the <i>decarchies</i>. <p>AO2</p> <p>Answer should consider whether the imposition of political systems by the Athenians and the Spartans were a cause of conflict. They should consider the differences between the Athenian and Spartan motives, and note in particular that whilst initially the Spartans did not seem to be motivated by a desire to impose their system of</p> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [To what extent was conflict in this period caused by the Spartans and the Athenians imposing their own political systems on other states?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the ways in which the Athenians and Spartans related to their allies; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides, Plutarch and epigraphic evidence; <p>The evaluation in the answer should be focused on the issues raised by the assumption in the question that both states wanted to impose their political systems on others. Answers should include:</p> | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| | <p>government, by the end of the war this situation may have changed. In the case of the Athenians where there is more evidence, candidates might well consider the economic dimension to the Athenian desire to expand the empire. Candidates should also evaluate the evidence which they use, and note the difficulties in constructing a full picture, especially in relation to Spartan expansion. Candidates might also choose to analyse the Athenian actions, and look at whether they did in fact impose democracy in any way.</p> | | <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the ways in which the Athenians and Spartans tried to impose (or not) their systems on others; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. <p>Other approaches to the issues in this question, looking at other factors, in response to the 'to what extent' element of the question should be given credit in line with the marking grids.</p> | |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| 7 | <p>AO1</p> <p>Answers should show a detailed knowledge of the Spartans' relationship with their allies and the effects of this relationship on the conduct of the war against the Athenians as described in the sources. They might also show knowledge of other factors which each candidate believes had an effect on the length of the conflict between the Athenians and the Spartans, such as lack of leadership on either side or the involvement of Persia in the latter stages of the conflict. Key areas which might be considered include:</p> <ul style="list-style-type: none"> - The roles of Corinth and Megara in the First Peloponnesian War, and Sparta's lack of action and internal political pressures; - Relations between Athens and Sparta in the 460s; - The role of the Corinthians in the starting of the Archidamian war; - The role of the Spartans in relation to Potidaea; - Spartan treatment of Plataea and its causes, and relations between Sparta and Thebes; - The internal politics in Athens and role of war-mongers such as Cleon; - The Peace of Nicias and its aftermath; - Spartan involvement in Sicily, and the effects of the Sicilian conflict; - The role and actions of Alcibiades; - The role of the Persians in the latter stages of the conflict, and the changing relationship between the Persians, the Athenians and Spartans. The importance of Persian wealth and its role in prolonging the conflict. <p>AO2</p> <p>Answers should consider whether Spartan control (or lack of control) of their allies was a key factor in the length of the conflict between Athens and Sparta. Candidates should also consider the difficulties with the sources for this topic, and the challenges of knowing much about the relationship between the Spartans and</p> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['The Spartans' inability to control their allies prolonged the conflict with the Athenians.' To what extent is this a fair assessment?'] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence for Spartan inability to control her allies. - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides, Plutarch, Aristophanes and epigraphic evidence. <p>The evaluation in the answer should be focused on the issues raised by the question in relation to the significance of Spartan control (or lack of control) or her allies. Answers should include:</p> | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> <p>AO1 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |

| Q | Answer | Marks | Guidance | | | | | | | | | | | |
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| | Indicative Content | | Content | Levels of Response | | | | | | | | | | |
| | their allies. Candidates might also decide to explore other causes of the continuing conflict, both economic and political. | | <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the causes of the continuing conflict between Athens and Sparta; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | | | | | | | | | | | |
| 8 | <p>AO1 Answers should show detailed knowledge of the effects of conflict in the fifth century as presented by Thucydides. They might also make extensive use of Aristophanes and epigraphic/archaeological evidence to show other evidence of the effects of conflict on individuals. Evidence which might be included is:</p> <ul style="list-style-type: none"> - The effects of the plague in Athens; - Relevant debates in the Assembly recounted by Thucydides, e.g. the Mytilene Debate and its outcome; - Pericles' Funeral Oration, especially the comments on the role of women in Athens and the death of citizens; - The description of the <i>stasis</i> in Corcyra and the events in Plataea; - Events in Melos (the Melian Dialogue) and Scione; - The events of the Sicilian Expedition and its effects both in Athens and in Sicily; - Thucydides 8.1 and the aftermath of the Sicilian Expedition; - Plutarch's accounts of the aftermath of the Sicilian Expedition and the fate of the Athenians in Sicily; - Growing Athenian interference in other states and the effects of this as described both in Thucydides and epigraphic evidence (e.g. the Chalcis Decree); - Events at Mycalessus and the destruction of the school and Thucydides 7.29 on the significance of this event; | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['Thucydides fails to show us the effects of conflict on individuals in the Greek world.' To what extent is this a fair assessment?'] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about what Thucydides tells us about conflict and its effects on individuals; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides and Xenophon, as well as other sources, such as Aristophanes. | <p>AO1 = 20</p> <table border="0"> <tr> <td>Level 5</td> <td>18-20</td> </tr> <tr> <td>Level 4</td> <td>14-17</td> </tr> <tr> <td>Level 3</td> <td>9-13</td> </tr> <tr> <td>Level 2</td> <td>5-8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> | Level 5 | 18-20 | Level 4 | 14-17 | Level 3 | 9-13 | Level 2 | 5-8 | Level 1 | 0 – 4 |
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| Level 1 | 0 – 4 | | | | | | | | | | | | | |

| Q | Answer | Marks | Guidance | |
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| | Indicative Content | | Content | Levels of Response |
| | <ul style="list-style-type: none"> - The various descriptions of the effects of conflict on Athens given by Aristophanes (e.g. <i>Acharnians</i> and <i>Lysistrata</i>); - The effects of an influx of wealth on Sparta at the end of the fifth century (Xenophon); - The roles and actions of leading individuals in Athens and other city-states and the effects of conflict on their 'careers' (e.g. Alcibiades and Nicias); - Effects of conflict on both slaves and helots in Sparta. <p>AO2 Candidates should focus on the idea of the effects of conflict and whether Thucydides gives an account of how these were felt by individuals. They can recount details of the effect of the conflict in general, but the idea of looking at its effect on individuals will require them to analyse the material and consider whether Thucydides deals with this issue. They may wish to look at over-all presentation and suggest that lessons can be learned about the individual's experiences, and that some individuals (mostly leading Athenians) are given some focus, but that the general public is not well accounted for in detail. They might also use Aristophanes to balance this by looking at elements of his plays which bring home the personal tragedy caused by the war, and the effects which war has on an individual, economic level.</p> | | <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of Thucydides' treatment of the effects of conflict on the individual citizen. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of Thucydides and Xenophon as sources on the period, and whether they give us a limited picture; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |

| Q | Answer | Marks | Guidance | |
|---|---|-------|--|---|
| | Indicative Content | | Content | Levels of Response |
| 9 | <p>AO1 Answers should include detailed knowledge (in as far as it is available) of relevant religious festivals in Attica during the fifth century. They should also consider the effects of such festivals on the people of Attica. Answers should show knowledge of the relevant sources, which might include Thucydides, <i>Old Oligarch</i>, Aristophanes (esp. <i>Thesmophoriazusae</i>) and archaeological evidence.</p> <p>Answers might include the following evidence:</p> <ul style="list-style-type: none"> - Details of the Panathenaic festival and the involvement of the people of Athens and Attica; - Details of other festivals such as the Anthesteria and people's involvement in it; - The <i>Thesmophoria</i> and its significance for women; - Evidence from Brauron; - The Great Dionysia, Country Dionysia and Lenaea and the plays performed at them; - The Mystery religions, and the experiences which people may have had (given the limited evidence); - Comments in Pericles' Funeral Oration and <i>The Old Oligarch</i> on the significance and frequency of festivals; - Evidence from pottery on the roles of women and others at festivals; - The Parthenon frieze and its interpretation (as well as other sculpture and buildings from the period). <p>AO2 Answers should focus on the idea of the effects of festivals on the people of Attica and to what extent we can know about this. Many of the sources give some idea of what happened at the festivals, but do they give a clear picture of their effects on the lives of the people of Attica? Candidates might also analyse the different sections of the population of Attica to include citizens, women, metics and slaves. The analysis of the question could look at both the different sections of the population and the difficulties of the source material.</p> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [How far do the sources help us to understand the impact of religious festivals on the lives of the people of Attica?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge of the Athenian festivals and their effects on the people of Attica; - Detailed knowledge of the period; - Partial coverage for level 3; - Detailed knowledge of the relevant sections of Aristophanes, Thucydides and relevant archaeological sources. <p>The evaluation in the answer should be focused on the issues raised by the question 'how far', and to what extent the festivals had an effect on the lives of the people of Attica. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about the religious festivals and | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> <p>AO1 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |

| Q | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | |
|---------|--|-------|--|--|---------|-------|---------|-------|---------|------|---------|-----|---------|-------|---------|-------|---------|-------|---------|-------|
| | Indicative Content | | Content | Levels of Response | | | | | | | | | | | | | | | | |
| | | | <p>their effects using the sources and evaluate what we can learn from the range of sources available to us;</p> <ul style="list-style-type: none"> - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | | | | | | | | | | | | | | | | | |
| 10 | <p>AO1 Answers should include detailed knowledge of the buildings from this period, as well as evidence for the political values in Athens at the time. Details might include:</p> <ul style="list-style-type: none"> - The Parthenon and its sculptural decoration, including the metopes, pedimental sculpture and frieze; - The use of Doric and Ionic orders on the Acropolis; - The Erechtheion and Athena Nike and their sculptural motifs; - The Propylaia and its functions; - The Odeion of Pericles and its design; - The developments in the centre of Athens around the Agora, including the Hephaisteion; - The developments at Eleusis, Sounion and elsewhere in Attica; - Details of the materials used as shown by archaeology and Plutarch's account in his life of Pericles; - The democratic, open culture in Athens as outlined in sources such as Thucydides and Aristophanes; - Evidence of Athenian political values in relation to the empire and funding of the building programme as outlined by Plutarch in the life of Pericles; - Archaeological and literary evidence for Athenian housing. <p>AO2 Answers should consider the nature of buildings, and in particular the heavily religious nature of the programme. They might also analyse the use of the different orders of architecture and the detail</p> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['Athenian buildings of this period only reflect Athenian political values.' To what extent is this a fair assessment?'] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge of the buildings in Athens and Attica during this period; - Knowledge of relevant literary sources, in particular Plutarch and Pausanias; - Detailed knowledge of Athenian democratic system and democratic values; - Partial coverage for level 3. <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the</p> | <p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18-20</td></tr> <tr><td>Level 4</td><td>14-17</td></tr> <tr><td>Level 3</td><td>9-13</td></tr> <tr><td>Level 2</td><td>5-8</td></tr> <tr><td>Level 1</td><td>0 – 4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26-30</td></tr> <tr><td>Level 4</td><td>20-25</td></tr> <tr><td>Level 3</td><td>14-19</td></tr> </table> | Level 5 | 18-20 | Level 4 | 14-17 | Level 3 | 9-13 | Level 2 | 5-8 | Level 1 | 0 – 4 | Level 5 | 26-30 | Level 4 | 20-25 | Level 3 | 14-19 |
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| Level 3 | 9-13 | | | | | | | | | | | | | | | | | | | |
| Level 2 | 5-8 | | | | | | | | | | | | | | | | | | | |
| Level 1 | 0 – 4 | | | | | | | | | | | | | | | | | | | |
| Level 5 | 26-30 | | | | | | | | | | | | | | | | | | | |
| Level 4 | 20-25 | | | | | | | | | | | | | | | | | | | |
| Level 3 | 14-19 | | | | | | | | | | | | | | | | | | | |

| Q | Answer | Marks | Guidance | |
|----|--|-------|--|---|
| | Indicative Content | | Content | Levels of Response |
| | of the sculptural decoration on the buildings and the meaning of the stories depicted. Candidates might consider the funding of the programme and the relationship between this and the essentially open democratic message given by the Athenians. | | buildings of this period and their relationship to the political values of the time. Answers should include: <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the function of the buildings and their decoration, as well as Athenian political values; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | Level 2 6-13 Level 1 0 – 5 |
| 11 | AO1 Answers should include specific factual detail about the influence of the Sophists and their connections with key politicians during the period. They might also consider the effects of rhetoric as shown in Thucydides and Aristophanes, and then consider whether this had a wider effect on Athenian society. Details that might be used include: <ul style="list-style-type: none"> - Details of individual sophists and their association with particular politicians; - Damon's influence on Pericles as presented by Plutarch; - The arrival of Gorgias in Athens and its significance; - Cleon as the most 'forceful and most persuasive' and his influence on the Athenian Assembly; - The role of Socrates as presented in Aristophanes' <i>Clouds</i>, and the idea of the Right and Wrong/Stronger and Weaker arguments; - The change in the nature of leadership after Pericles and the role of men like Cleon and Alcibiades; - The use of 'clear' argument in the Assembly by men like Cleon and Diodotus in the Mytilene Debate; - The importance of rhetoric in the Athenian political system; | 20 | Marking grids to be used for response to the specific question. In response to the question [To what extent did the teaching of rhetoric by Sophists affect Athenian society?] answers should provide: <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the influence of the sophists on rhetoric and its effects on society; - Detailed knowledge of the period; - Partial coverage for level 3; - Detailed knowledge of the relevant archaeological and literary sources; Candidates who consider the development of forensic oratory and its impact on Euripides (such as the development of the <i>agon</i> (contest) within his plays should be given credit in line | AO1 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4 |

| Q | Answer | Marks | Guidance | |
|----|---|-------|--|--|
| | Indicative Content | | Content | Levels of Response |
| | <p>- Lack of effects on the basic structure of society, but there might be some consideration of the role of metics given that most sophists were metics.</p> <p>AO2 Answers should consider how fully we can understand the influence of the sophists, given the limited nature of the source evidence. They should analyse and evaluate the evidence in the light of the central issue in the question. They should then consider whether the training of politicians in rhetoric had a transformative effect on society. This might include considering the changes in the type of politician after Pericles, the idea of expediency from Cleon, the power given to teachers and their influence.</p> | | <p>with the marking grids.</p> <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of whether the sophists' influence on rhetoric had a transformative effect on Athenian society. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the effects of the sophists' teaching of rhetoric; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |
| 12 | <p>AO1 Answers should focus on the idea of how the Athenians saw themselves and their relationship with other states. They might wish to look at any element of Athenian society and the Athenians' views of themselves. Examples might include:</p> <ul style="list-style-type: none"> - Pericles' other statements in the Funeral Oration on Athenian society and the contrast with the Spartans; - The vision of Athens presented in Euripides' <i>Medea</i> as a haven; - The view of the Athenians as the victors in the conflict against the Persians, shown in Herodotus and in the Athenian building programme; | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [To what extent did the Athenians see themselves as a good example to other Greeks?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about Athenian views of themselves and their position in the Greek world; - Detailed knowledge of the period; - Partial coverage for level 3; | <p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> |

| Q | Answer | Marks | Guidance | |
|---|--|-------|---|--|
| | Indicative Content | | Content | Levels of Response |
| | <ul style="list-style-type: none"> - The messages on the buildings and sculpture (esp. the Parthenon) about the position of the Athenians in the Greek world; - Evidence of the Athenians imitating art from Persepolis; - The role of the Athenians in the Athenian Empire and their imposition of their control and systems on others; - The role of Athens as the centre of an empire as presented in Aristophanes; - The attempts presented in Aristophanes to suggest that Athens might take a lead in bringing about peace in the Greek world, and the conflicting messages presented. - Negative images of Athens in the sources – e.g. Thucydides on Mytilene and Melos, Xenophon on the ‘beginning of freedom for Greece’. <p>AO2 Candidates should focus carefully on the idea that the Athenians were an example to others. Candidates may wish to explore this in a number of ways, and the focus of their argument should determine how it develops. They might consider the political system, and the role of democracy, the leadership of the Athenian Empire, the literary example set by the Athenians in the development of drama, the developments in art and architecture during this period. They should consider the nature of the sources available, and to what extent these affect our view of how the Athenians saw themselves. They should evaluate the relevant sources, which might include Thucydides, Aristophanes, Euripides, Sophocles, Plato, Xenophon and archaeological evidence.</p> | | <ul style="list-style-type: none"> - Detailed knowledge of relevant sources which might include Thucydides, Plutarch, Plato, Aristophanes, Euripides, Xenophon and archaeological evidence. <p>Candidates who look at Athens as a ‘bad’ example (as shown in Thucydides or Plato) should be given credit in line with the marking grids.</p> <p>The evaluation in the answer should be focused on the issues raised by the question ‘to what extent’, and the idea that the Athenians were a model to other Greeks. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the Athenians’ relations with other states; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. | <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p> |

APPENDIX 1: A2 Ancient History Marking Grids

| | | |
|----------------|--|---|
| | AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts. | AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form. |
| Level 5 | 18–20 | 26– |
| | <ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. | <ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used. |
| Level 4 | 14–17 | 20– |
| | <ul style="list-style-type: none"> • A good range of detailed factual knowledge • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. | <ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • Sound interpretation and evaluation of the sources and/or evidence • Well-structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used. |
| Level 3 | 9–13 | 14– |
| | <ul style="list-style-type: none"> • A range of basic factual knowledge • Partially relevant to the question • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. | <ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used. |
| Level 2 | 5–8 | 6– |
| | <ul style="list-style-type: none"> • Limited factual knowledge • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding of concepts and contexts of events and/or sources. | <ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately. |
| Level 1 | 0–4 | 0– |
| | <ul style="list-style-type: none"> • Little or no factual knowledge • Rarely relevant to the question • Minimal or no supporting evidence • Displays minimal or no understanding of concepts and contexts of events and/or sources. | <ul style="list-style-type: none"> • Very superficial analysis of the evidence and/or issues; • Little or no interpretation or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary. |

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